**Year 3 Poetry - Unit 2 - Suggested teaching approaches**

Note: Children working significantly above or below age-related expectations will need differentiated support, which may include tracking forward or back in terms of learning objectives. EAL learners should be expected to work within the overall expectations for their year group. For further advice see the progression strands and hyperlinks to useful sources of practical support.

**Phase 1: Reading and investigating; writing calligrams and exploring effects (2 days)**

**Teaching content:**

* As a whole class, read, share and discuss a variety of different shape poems and calligrams by a range of poets.
* Investigate with the children what they like and dislike about the poems, offering supporting evidence from the poem itself. What does the poem make them think of and why? Why might the poet have chosen the shape? What impact does the shape add to the words? What interpretations can be made about the poems and the form of the poems?
* With the children, explore the relationship between the language and the presentational features of the poems.
* Use wordprocessing software or IWB software to explore how calligrams can be created.
* Demonstrate how to use the facilities of a wordprocessor to create calligrams and encourage children to talk about the results. Highlight the effects created by the presentational features. Manipulate the calligram by changing font, font size, colour and space. Use the draw options as necessary and save and display different versions for comparison. Discuss the impact of the presentation on the reader and on the meaning.
* During independent time, encourage children to devise their own ideas for calligrams and to work in pairs to create them using a wordprocessor.
* Display children's work on an IWB and use this to explore with them effective use of font, etc. Ask children to select favourites and explain why. Revisit poems explored in previous sessions and compare handwritten calligrams to those created using ICT.

**Learning outcomes:**

* Children explain what they like about a poem by referring to particular words and phrases and the subject of the poem.
* Children can write a calligram, choosing appropriate presentational features and using ICT to create effects, and can explain why these effects have been chosen.

**Phase 2: Capturing ideas; shared composition (2 days)**

**Teaching content:**

* During the shared part of the lesson, use an IWB to support children's writing of shape poems. Use digital photographs of art or objects as a stimulus for writing. This may be linked to children's own artwork and observational drawings.
* Display an image on an IWB. Use the capture tool to capture parts of the image of interest. Set the original image to transparency and lay captured aspects over the top of the transparency to focus on certain parts. (This can also be done using the spotlight tool.) Discussing first-hand experience of the image, or response through music, art and drama, will support children's generation of vocabulary and language ideas.
* Draw on the visual image as a prompt for collecting and re-drafting language ideas for poems. Focus on use of carefully selected adjectives and similes.
* Use whiteboards to collect and edit ideas. Display word choices and vocabulary on an IWB.
* Through demonstration and shared composition, develop a poem using repetitive phrases, similes and careful vocabulary choices collected from children's ideas.
* Display the image on an IWB and set the transparency tool. Demonstrate how to use the image to create a shape poem by writing the shared class poem over the original image.
* Remove the image to explore the shape that the words make and the effect of presenting the poem in this way.

**Learning outcomes:**

* Children can identify examples where language is used to create a specific effect in a poem.
* Children can discuss the choice of words and their impact.

**Phase 3: Independent composition; re-drafting and editing writing (2 days)**

**Teaching content:**

* Establish success criteria for writing shape poems. Ensure that the success criteria link to children's targets as appropriate.
* Provide children with a digital photograph or scanned image of their subject and a piece of tracing paper or acetate. In pairs or independently, children write their own shape poems. The teacher may choose to use different images and explore and generate language and vocabulary as a model before children write their own poems.
* Use response partners during the writing process to support re-drafting and editing of ideas.
* Compare and contrast poems and invite children to comment on the impact of the layout and to express their likes and dislikes clearly, offering supporting evidence from the poem.
* Poems could be displayed alongside children's artwork.

**Learning outcomes:**

* Children can identify examples where language is used to create a specific effect in a poem.
* Children can write a poem (collaboratively or individually) that uses language to create an effect.

**Year 3 Poetry - Unit 2 - Key aspects of learning**

For further information, see the booklet Progression in key aspects of learning, Ref: 0524-2004 G, from Learning and teaching in the primary years [http://www.standards.dfes.gov.uk/primary/publications  
/learning\_and\_teaching/1041163/](http://www.standards.dfes.gov.uk/primary/publications/learning_and_teaching/1041163/)

**Reasoning**

Children will explain their opinion about different poems, using particular words and phrases to support or illustrate their ideas.

**Creative thinking**

Children will have the opportunity to respond imaginatively to the stimulus of a first-hand experience and may be able to express their response through music, art or dance before writing poems.

**Evaluation**

Children will have regular opportunities to review their written work against agreed success criteria.